



**Active Literacy for the 21st Century
Learner:
Reading, Writing, Speaking and Listening**

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Bethlehem CSD, New York
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THE PROBLEM

Revising teacher and administrative behavior sets to actively integrate specific, diagnosed literacy strategies directly into the curriculum on a consistent school wide basis.

Essential Questions:

- What seven essential strategies can be and must be implemented to increase student literacy?
- How can we help prepare our learners for their future?
- How can curriculum mapping assist my school setting in improving active literacy?

Setting the Stage for Our Work Today

- The time we live in
- Who we meet with in our schools
- Expanding our view of alignment
- Our learners' future
- Upgrading our work
- Expanded views of types of literacy
- Assumptions about learning language
- The Seven Strategies

Strategic Grouping for Professional Reviews

- **Vertical** – K-12 ; extended departmental meetings
- **Targeted Vertical**- examples: K-1; 3-6 ; 7-11; 10-12
- **Across grade level**- all third grade; all teachers of freshmen
- **Targeted cross grade level**- interdisciplinary 7th grade team
- **Extended team**- special area teachers, special ed staff, ESL
- **Feeder pattern**- in larger districts only those sharing same students; within school following student groups
- **Expanded local team**- virtual groupings (online); parents; community; internships
- **Global team**- Feedback and collaboration with meaningful worldwide educators and students.



FIVE TYPES OF ALIGNMENT

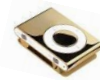
- ⊙ **Internal:** The elements in a teacher or district consensus curriculum map align to one another.
- ⊙ **Cumulative:** The curriculum maps build year to year; class to class K-12
- ⊙ **External:** The curriculum and assessment maps align to external standards
- ⊙ **To Students:** Curriculum and assessment maps are specifically designed to match the needs of specific learners in specific locations.
- ⊙ **Global:** The aims and actions of our school curriculum and programs will help our learners connect to global communities.

Revision and Replacement on our Maps

- ▣ **SHORT TERM- UPGRADES-** “revision and replacement” of dated curriculum and assessment types with more vital contemporary forms..
- ▣ **LONG TERM- VERSIONING** to new versions of the program structures in our school institutions that house curriculum and instruction.

Upgrading Maps for Learner Engagement

- ▣ screenplays
- ▣ Teleplays
- ▣ podcasts
- ▣ Broadcasts
- ▣ documentaries
- ▣ Email
- ▣ The SKYPE grandmothers
- ▣ self publishing
- ▣ facebook pages of historical figures
- ▣ text messaging as notetaking

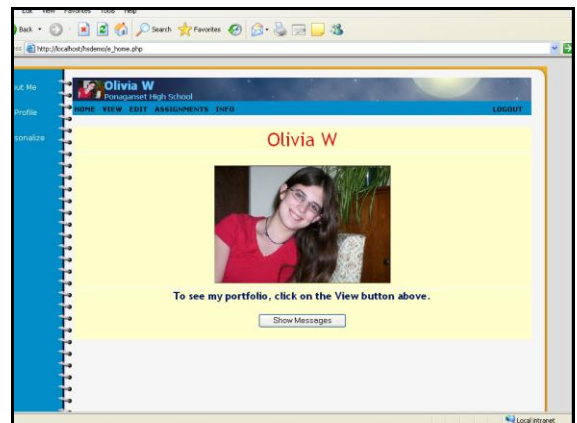
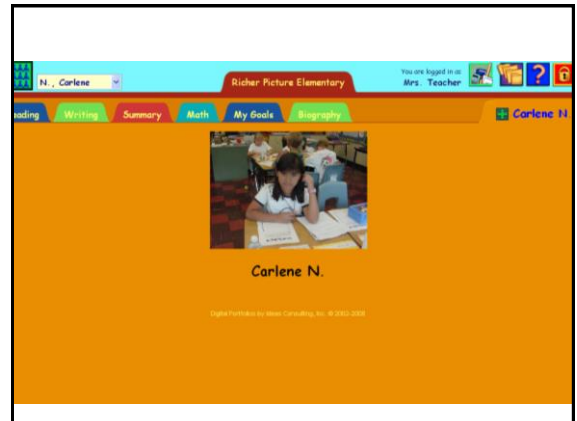


- ▣ Video conferences in world language classes
- ▣ My space as biography
- ▣ grant proposals
- ▣ web page
- ▣ spread sheets
- ▣ CAD blueprints
- ▣ forecasts
- ▣ media criticism
- ▣ Webquests
- ▣ Second life technology
- ▣ Digital portfolios
- ▣ Web 2.0 applications
- ▣ Web 3.0 applications



Web 2.0 onto Web 3.0

- Interactive
- Replacement
- Skill reinforcing
- New classroom experiences



Sample Student
Cape High School

HOME VIEW EDIT ASSIGNMENTS INFO LOGOUT

Expectations For Student Learning
Critical and Creative Thinking / Effective Problem Solving
Click on any of the items below to see my work in that area.

Learning Outcomes	Exhibitions	Grade 9	Grade 10	Grade 11	Grade 12
5.01 The student utilizes creative thinking to be an effective problem-solver.			Robotics: Medieval Castle (in progress)	Geometry Project (completed)	
5.02 The student is able to use critical and creative thinking to be an effective mathematical problem-solver.		HALIprob11-03 (completed)	Math Organs Project (completed)		

Sample Teacher
Cape High School

HOME VIEW EDIT STUDENTS CLASSES ASSIGNMENTS REPORTS INFO RETURN LOGOUT

Sample Student
Cape High School

HOME VIEW EDIT ASSIGNMENTS LOGOUT

Mr. Teacher Change

Teacher Evaluation
Mr. Teacher
Schoolwide

	Exceeds	Meets	Nearly Meets	Does Not Meet	Does Not Apply
1.01 The student effectively communicates in standard English for a variety of purposes and audiences (orally and written format).	Student conveys a clear purpose developing it fully and effectively; Includes perceptive details, reasons, examples, anecdotes, or other support.	Student conveys a clear purpose developing it well; Includes perceptive details, reasons, examples, anecdotes, or other support.	Student establishes a purpose and provides some development; Includes some details, reasons, examples, anecdotes, or other support (may include irrelevant or contradictory information).	Student presents an undeveloped, unfocused, incoherent, or irrelevant purpose; May show minimal organization or sentence control.	

Sample Student
Cape High School

HOME VIEW EDIT ASSIGNMENTS INFO LOGOUT

End of Year Review

2. My Best Work

Please select 5 or 6 of your best pieces from this year. There should be at least one entry each from Math, Science, Social Studies and English.

Entry	Grade	Learning Outcomes
1 Geometry Project	11	5.04 (3), 5.05 (3), 9.05 (3)
2 Las Direcciones	11	5.03 (4), 5.08 (4), 9.03 (3)
3 Persuasive Essay - Romeo and Juliet	11	5.03 (3), 4.03 (4)
4 Louis XIV	11	5.01, 6.01, 6.06
5 A Study Experience	9	5.02, 5.03, 7.03
6 Clay mask	9	5.06, 6.01
7 Flowers in Bloom (Incomplete)	10	5.08

Describe why you feel these entries are your best work. Be sure to indicate the connection between the work in your portfolio and the school's expectations.
Of the entries in my digital portfolio for this year, these six represent my strongest work. Each of these artifacts is a long-term assignment, encompassing months of careful research and planning. In addition, they were all work of high marks from my teachers along with successfully meeting a wide range of learning outcomes.

Baseline assumptions:

- Every teacher is a language teacher.
- A learner's language capacity is at the root of all performance.
- There is a direct relationship between the four language capacities.
- Language capacity can be improved in any learner with ongoing review of assessment data.
- Cumulative precision skill instruction integrated into all curriculum areas is critical for language development.
- Open and direct articulation among teachers K-12 is central to building student language capacity.

Every teacher is a language teacher

➡ Upgrading language skills across all curriculum areas
➡ Interdependence of the four language skills.
➡ EVERY test we give in EVERY subject is language based.

➡ reading
➡ writing
➡ speaking
➡ listening

"Reading is not a spectator sport."

Dr. Rachel Billmeyer



Formal, open, collective and cumulative focus on literacy

Curriculum Mapping provides the vehicle pre-K-grade12

Seven School Wide Essential Literacy Strategies:

Strategy # 1 - Employing Bi-Level Analysis of assessment data

Strategy #2- Replacing the old way of developing vocabulary with THREE distinct approaches to words in EVERY class.

Strategy # 3- Elevating CREATIVE note taking and note making skills as evidence of text interaction.

Strategy # 4- Using essential questions as a literacy comprehension tool by making it "mental velcro".

Strategy # 5- Developing a school wide consistent editing and revision policy for every class K-12.

Strategy # 6- Formally developing and assessing speaking skills through Discussion Types Model and speaking genre.

Strategy #7- Mapping the strategies into the curriculum.

Strategy # 1- Employing Bi-Level Analysis of Assessment Data

All educators in your school community examine student work and performance data on two levels:

- 1.The **subject matter concepts and skills** needing attention.
- 2.The **requisite language capacity** necessary to carry out tasks:

Linguistic patterns
Three types of distinctive vocabulary
Editing/revising strategies

Linguistic patterns that can give the learner problems when reading solo:

- More than four sentences in word problem
- Use of conjunctions in the prompt
- Distracters in the problem
- Problem or item begins with a prepositional phrase, gerund, or infinitive.
- Long and complex sentences

We will inform and revise our maps on two levels:



The needed areas to be addressed in the Content and Subject-Area Skills

The Cross-Disciplinary Literacy strategies needing attention.



Strategy #2-

Replacing the old way of developing vocabulary with THREE distinct approaches to words in EVERY class.

Central key to improved reading, writing, speaking and listening in every class:

Key high frequency words

Specialized terms

Embellishments



Strategy # 3- Elevating
CREATIVE note taking and making skills
as evidence of text interaction

- 1) Sources
- 2) Student Strategies
- 3) Developmental Considerations
- 4) Subject Area Considerations
- 5) Four Types of Notes



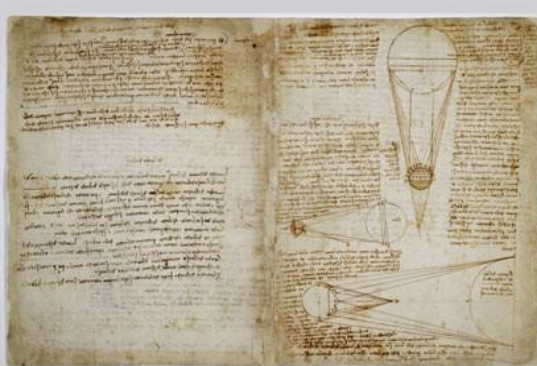
What is noteworthy?
taking notice;
lifting it off the page
pulling it out of speech

Extraction and Reaction



Five sources for NOTES

Written Text-	Aural Text-	Visual Text-	Live perf	Visual and Aural
Formal and informal	Speech	Charts, Graphs, paintings	Sports, Music, Drama, Dance	TV, computer



VELCRO-
What is the sticking point? What should I NOTICE?
What do I NOTICE?





The velcro effect – use real velcro

TAKING NOTICE
Noticing
Noteworthy

- Using essential questions
- Practice with viewing a video
- Practice with listening to a teacher presentation
- Practice with text material

QUICK-WRITE: making it easier

- Use of shorthand
- Icons and images
- Determining what to leave out
- Determining what helps the individual
- Making sure the quick-write STICKS to the essential question ..to the velcro
- Practice with quick-write – WORDS on board or on paper that are key...
- Practice with text- SELECTING important words...weighting them

Notes are IM's: You can 'text message' yourself!



LABEL- group your own notes and name them

- POST-its on your notes
- Reading your notes and grouping them
- Giving a label to the groups
- COMPARING notes with others; comparing their labels
- Making sure the labels stick to the essential questions

MAKE a comment; a question; an observation; make it yours

CREATING your own note
REACT to extraction
REACT to labels
REACT to others notes
TAKE and MAKE notes

Benchmark Assessments for
Note-taking and Note-making

A developmental focus



Developmental Considerations:

K-1

The use of velcro...what sticks?

- Sticking to the point.
- Visual symbols
- Retelling one or two key words
- Listening for the specific
- Viewing for the specific

WRITING OR DRAWING THE NOTE AND COLLECTING THEM FOR ALL TO SEE



Developmental Considerations

Grades 2-3

- Use of cards as manipulatives
- Posting high frequency words
- Sticking points with essential questions
- Posts its on notes with simple texts: science and social studies



Developmental Considerations

Grades 4-5

- Essential questions: velcro effect increase practice with aural in formal notebooks
- Turning in notebooks for feedback
- Begin use of post-its; students self-organize their own observations
- Feedback from teachers on labels
- High frequency words; learning to eliminate unnecessary words



Developmental Considerations

Middle School

- Active notetaking from velcro/sticking points
- Practice with quick-write/ comparing notes
- Weighting words; increased work at eliminating what is non-essential
- Post-its/ Labels shared in small groups
- Notes and notebooks are graded
- All four basic approaches have been introduced



Developmental Considerations

High School

- Goal is independent note making
- Commentary notes in every class
- Compare labels between students
- Students analyze the quality of their notes
- Quick write practice still needed given more complex text
- Teacher consistency on essential questions aural and print
- Competence for all four notetaking approaches



Active Notetaking: Four Approaches

- To be developed K-12
- To be distinguished from copying
- To be used to equip learners
- To be used as evidence of text interaction
- To be used across the curriculum

- ☐ To be used with essential questions
- ☐ Taking notes from text.
- ☐ Taking notes from speech.
- ☐ Taking notes from visual representations.
- ☐ Taking notes from visual actions.



Gathering and categorizing



- Recording observations K-2
- Jumbo note cards as manipulatives
- Color coding in 2nd-5th grades
- Displaying and comparing results
- Beginning bibliography K-5
- Posting and sharing categories
- Grade 6 -into of eight word limitation

Interacting and commenting



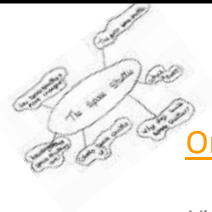
- Personal response
- Grill the author
- Reactive questions
- Observations
- Margins
- Post-its
- Comparative comments
- Split page

Outlining and filling in



- Roman numeral outlines- formal at 6th
- K-2..concept of filling in on request
- Grades 3-5 concept of larger to smaller
- Grades 4-7 selecting details
- Used as a template- grades 8-12
- Independent used by grade 10

Organizing graphically



- Visual response
- Flow charts
- Conceptual response
- David Hyerele with ASCD

Strategy # 4- Using Essential questions as a literacy comprehension tool by making it "mental velcro".

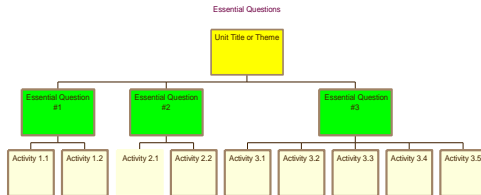


- To set direction
- To increase text interaction and retention
- To focus content
- To meet standards
- To work within time constraints
- To avoid coverage

EQ's promote engagement with text.



Essential Questions as an Organizer



Examples of concepts:



- ▣ A history unit on Ancient Egypt might focus on the concept:

- The geographical location of a culture largely determines its social, political and economic possibilities.



- ▣ A science unit on the Rainforest might focus on the concept:

- In the natural world there are systems comprised of interdependent component parts.

ANCIENT EGYPT: Land of the Pharaohs

Why Egypt?
 What were major contributions of the Ancient Egyptians?
 What is their legacy?
 ↳ Sixth grade- 7 week humanities unit-middle school interdisciplinary team unit

INTELLIGENCE

What is intelligence?
 How has intelligence evolved?
 How is intelligence measured?
 Is intelligence solely a human phenomenon?
 How will intelligence be altered?
 ↳ 11th grade-A.P.. Biology -interdisciplinary-four week unit

Prejudice and Tolerance

What are the different kinds of human prejudice?
 How can tolerance be taught?
 What has been the impact of individual and group prejudice?
 How can I become more tolerant?
 8th grade-interdisciplinary team-thematic unit- 3 weeks

SNOW

What is snow?
 How does it affect people?
 How does it affect me?
 ↳ First grade-3 weeks-interdisciplinary unit

You essential quesitons:

- What if all all our students were literate?
- Who doesn't benefit from Active Literacy?
- How does Active Literacy benefit me?
- Active Literacy: Why one more thing?
- Why is incorporating literacy strategies in all content areas important?
- How ill you incorporate literacy strategies into your content area?

- How do Active Literacy strategies help students access content standards?
- How can we design and utilize strategic grouping models to effectively implement Active Literacy strategies school wide?
- Why is Active Literacy essential for student success in all content areas?
- What changes need to occur to engage students in active literacy?
- How would active literacy change student achievement?

- How does engaging literacy effect student learning?
- What are the outcomes on student learning when using engaging literacy across the curriculum?
- How do reading, writing, speaking, and listening increase student learning in every area across the curriculum?
- How can you as a teacher incorporate strategies of reading, writing, speaking, and listening to increase student learning in your classroom?

- How will teaching Active Literacy affect student learning?
- How is the incorporation of literacy into my curriculum important?
- How do your standards drive instruction?
- How can we get students more involved in learning?
- How can we get students to want to come to class?
- What are the benefits of instituting active literacy?

- How can Active Literacy promote life-long learning?
- How can Active Literacy make teaching and learning more exciting?
- How do effective essential questions improve student achievement?
- Why is it important to engage learners in Active Literacy?
- How does content literacy affect students' overall achievement?

- How can implementing active literacy, across the content areas and grade levels, make our jobs easier by engaging students to take more responsibility for their own learning?
- How do I use questions to make my students think?
- What does a good SBC look like?
- How will increasing literacy skills impact student achievement across all content areas?
- How can we best prepare out staff to implement literacy in all content areas?

- How do teachers utilize Active Literacy strategies across the curriculum to increase student learning?
- Why is it important to teach literacy in all content areas?
- How will K-12 literacy impact and improve student learning?
- How can Active Literacy build engagement and efficacy among our students across grade and content areas?



STRATEGY #5: DEVELOPING A SCHOOL WIDE CONSISTENT EDITING AND REVISION POLICY FOR EVERY CLASS K-12.

- An emphasis on independence
- An emphasis on consistency between teachers
- A special role for English and language arts instructors
- A focus on the LOGIC of grammar

Editing and revising across the disciplines

- » The student needs to edit NOT the teacher.
- » Teach specific editing techniques.
- » Revision should be TAUGHT
- » in all subject for all types of working: writing, drawing, computing, building, etc..
- » Editing itself should be
- » assessed

Editing and Revising for Every Classroom

Set a common visible policy:
for editing
for revising

devise each policy based on
developmental considerations
to be developed independently

All students in K-2 will independently:

- EDIT for
- ♦ end punctuation
 - ♦ capitals at the beginning of each sentence
 - ♦ capitals on proper names
 - ♦ complete sentence by reading aloud

- REVISE for
- ♦ replacing one word for a better word.



Students in grades 3-5 will:

- EDIT for:
- ❏ end punctuation
 - ❏ internal punctuation for commas
 - ❏ all capitals
 - ❏ subject/verb agreement
 - ❏ proper tense
 - ❏ fuzzy spelling

- REVISE for
- ❏ embellished adjectives
 - ❏ variation in sentence length
 - ❏ paragraph formation
 - ❏ engaging openings



All students in grades 6-8 will **edit** in ALL subjects

- ↪end punctuation
- ↪internal punctuation (comma, semi-colon, quotation marks)
- ↪all capitalization
- ↪complete sentences
- ↪run-ons/fragments
- ↪subject-verb agreement
- ↪proper tense



In grades 6-7-8 students will **revise** in all subjects:

- ↪precise and rich vocabulary with focus on adjectives and adverbs
- ↪sentence variety
- ↪paragraph formation



All students grades 9-12 will edit in each class for:

- ↪end punctuation
- ↪internal punctuation (comma, semi-colon, quotation marks)
- ↪all capitalization
- ↪complete sentences
- ↪run-ons/fragments
- ↪subject-verb agreement
- ↪proper tense



All students 9-12 will **revise** for:

- ↪precise and rich vocabulary for adjectives, adverbs with a focus on verbs
- ↪sentence variety
- ↪paragraph formation and smooth transitions
- ↪expansive openings
- ↪including concessions in arguments
- ↪increased voice and expanded range in genre choices



e-feedback

Both written and vocal inserts

SHORT TERM- UPGRADES: "revision and replacement" of dated curriculum and assessment types with more vital contemporary forms.

LONG TERM- VERSIONING to new versions of the program structures in our **school** institutions that house curriculum and instruction.

Upgrading Maps for Learner Engagement

screenplays
 Teleplays
 podcasts
 Broadcasts
 documentaries
 Email
 The SKYPE grandmothers
 self publishing
 facebook pages of historical
 figures
 text messaging as notetaking



- Video conferences in
- world language classes
- My space as biography
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- web page
- spread sheets
- CAD blueprints
- forecasts
- media criticism
-



CMI Regional
 Conference
 HARTFORD, CT



May 13, 2009 - Pre-conference:
 Curriculum Mapping 101



Nicki Newton



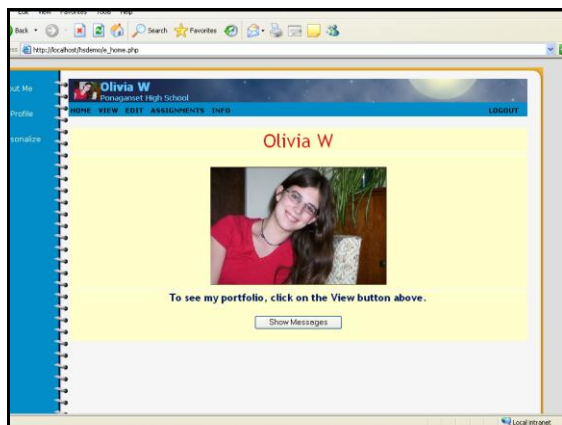
Jeanne Tribuzzi

May 14 and 15, 2009 - Literacy Conference:
 Active Literacy in Every Classroom - Reading, Writing,
 Speaking - Literacy as a School-wide Initiative

Visit us at www.curriculumdesigners.com for details

Digital Portfolio

Richer Picture software from Ideas Consulting
 David Niguidula, david@ideasconsulting.com
 Rhode Island – Graduation by Proficiency
 class of 2008
 students will demonstrate mastery through portfolio,
 senior project, certificate of initial mastery



Assignment Map

By Month

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Grade 9	Expectations Content / Skills 1.01 1.02 1.03											
Assessments	Performance: 1.01 Community Service Project: Oral Presentation Community Service Grade 9 Creature (Biology) Leaf Collection (Biology)											
Grade 10	Expectations Content / Skills 1.02 1.03 1.04 1.05	1.01 1.02 1.03	1.01 1.02 1.03	1.01 1.02 1.03								
Assessments	Geometry Project (Geometry) Internship (Community Service) Leaf Collection (Biology)	Internship (Community Service)	Combining Forces (Biology)	M & M Project (Geometry)								

Questions and comments on our last
 session

What are the professions of the social sciences?

- | | |
|----------------------|---------------------------|
| Economists | • Psychologists |
| Historians | • Social Workers |
| Geographers | • Lawyers |
| Anthropologists | • Politicians |
| Archaeologists | • Journalists |
| Political Scientists | • Teachers |
| | • Environmental stewards |
| | • Federal reserve |
| | • Think tank directors |
| | • Advertising producers |
| | • Documentary film makers |

What type of products/performance are produced by social scientists?

- | | |
|-------------------------|-------------------------------|
| e- white papers | • data analysis |
| marketing campaigns | • artifact analysis |
| Interest rates- set | • case studies of communities |
| investments | • books |
| think tank policies | • spin |
| revisionist history | • campaigns |
| primary source analysis | • legislative hearings |
| policy briefs | • legal judgments |
| legal briefs | • video conferences |
| documentaries | |

Speaking and Listening assessments

- | | |
|------------------------|-----------------------------|
| ↳ PODCASTS | ↳ work related situations |
| ↳ VIDEO CONFERENCES | ↳ joke telling |
| ↳ U-Tube | ↳ sharing folklore |
| ↳ DOCUMENTARIES | ↳ interviews |
| ↳ E-comments | ↳ discussion groups |
| ↳ feedback phrasing | ↳ dialogues |
| ↳ forums | ↳ paraphrasing |
| ↳ round tables | ↳ lectures |
| ↳ debates | ↳ docent guide work |
| ↳ question posing | ↳ oral defenses |
| ↳ speeches to persuade | ↳ facilitating and teaching |
| ↳ speeches to dissuade | |
| ↳ town meetings | |

Situational declaration of rules of engagement

Strategy # 6- Formally developing and assessing speaking skills

Raising awareness of the lack of formal development.
Facing and wrestling with cultural issues regarding speech.

Design formal speaking GENRE of

performances assessments:

Study great models of oratory

Assess as formally as writing in

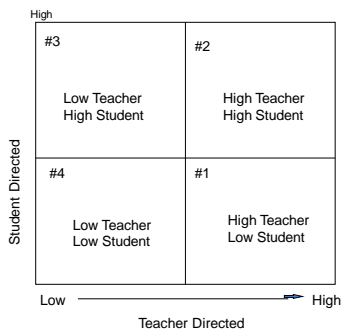
discussion events.

Recognizing the voice as an individual instrument

- *volume
- *tone
- *cadence
- *pace
- *articulation
- *word choice
- *eye contact
- *body movement
- *presence
- ***mannerisms



Discussion Types Quadrant



Quadrant #1: Instructional

High Teacher
/Low Student

Teacher as Director
Student as Follower
Puppet on a String
Question and short
response



Teacher as coach
Student as mutual player
Give and take
Both High
Dialogue

Quadrant #2: Dialogue

High Teacher / High Student



Quadrant #3: Forum

Low Teacher/ High Student

Teacher as counselor
Student actively directing
discussion
More student to student
interaction with
occasional teacher
intervention



Teacher as observer
Students in more free
flowing format
Lessening of directed
purpose
Rap discussion

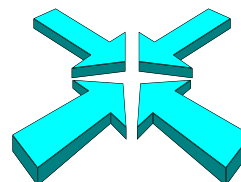
Quadrant #4: Rap

Low Teacher/ Low Student



Students and teachers should
observe formally the nature of
discussion

Exchanges
Episodes
Number of participants
Nature
Concentric circles



Every discussion has a story.

Strategy #7: Mapping the Strategies into the Curriculum



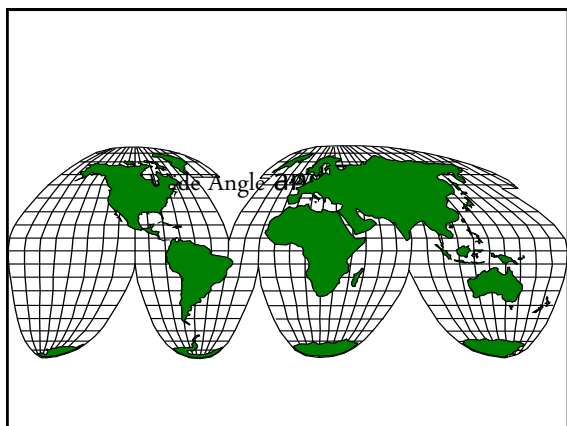
- oWrestling with Consensus
- oDeveloping Essential Maps
- oFormal entry of active literacy strategies

Revision is a K-12 Journey: Curriculum Mapping

Curriculum Mapping as a central tool in the revision process.
Calendar based to reflect the operational curriculum
Relies on technology to upgrade our communication
Opportunity to efficiently and effectively improve and invigorate curriculum

- Calendar based curriculum mapping is a procedure for collecting a data base of the operational curriculum in a program and/or district.
- It provides the basis for authentic examination of that data base.
- It replaces curriculum committees with a site based cabinet.

What is mapping?



- ◆Content
 - ◆Skills
 - ◆Assessment
- Maps Show the Three Elements of Curriculum Design



Procedures:

- PHASE 1: collecting the data
- PHASE 2: first read-through
- PHASE 3: small mixed group review
- PHASE 4: large group comparisons
- PHASE 5: determine immediate revision points
- PHASE 6: determine points requiring some research and planning
- PHASE 7: plan for next review cycle

Curriculum Mapping: Accentuating Language

Capacity

phase I: Collecting the Data

Each teacher in the building completes a map
The format is consistent for each teacher but reflects the individual nature of each classroom
Technology simplifies data collection



type of focus

Topics
Issues
Works
Problems
Themes

Collecting Content Data

☒ configuration:

☒ Discipline Field based
☒ Interdisciplinary
☒ Student-Centered

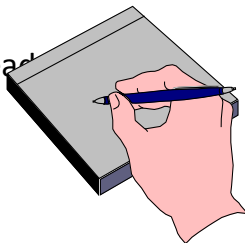
Collecting Skill and Assessment Data

Enter the skills and assessments
FOREGROUNDED for each unit of study or course
Precision is the key

- Enter the skills and assessments that are ongoing through the course of a year
- Portfolio checks
- Early Childhood assessments

Each teacher reads the entire school map as an editor and carried out the "tasks".

phase 2: First Read
Places where new information was gained are underlined.
Places requiring potential revision are circled.



Read through the maps and tag every skill entry that accentuates reading or writing or listening.

Gain information for Literacy
Identify those assessments that will prove revealing for language needs.



Edit for Repetitions in the Language Strand of the Curriculum

Recognizing the difference between repetitions and redundancy, identify places where titles are repeated; skills are being “introduced”; where assessments become redundant. Spiraling as a goal.



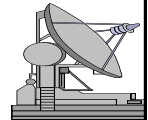
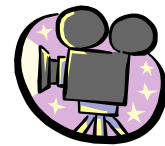
- Exposure to content that is contemporary and engaging.
- Precise language strategies in every class.
- Assessments based on the student's ability to self-assess and monitor language skills.



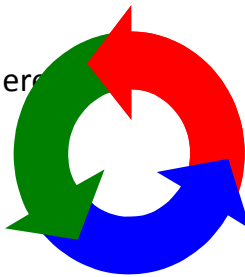
Search the maps for places where students are completing tasks that match your standard. **Validate standards development** Identify gaps. Familiarize the staff with the language underpinning for each standard in every subject.



Review the maps for timely issues, breakthroughs, methods, materials, and new types of assessment. **Edit for timeliness** Contemporary genre. Be vigilant about technology.

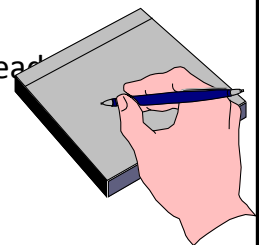


Scrutinize maps for a solid match between the choice of content, the featured skills & processes, and the type of assessment. **Edit for Coherence**



Each teacher reads the entire school map as an editor and searches for potential language based skills. **phase 2. First Read**

Places requiring potential revision are circled.



phase 3: Mixed Small Group Review

Groups of 5 to 8 faculty members are formed.
Groups should be from diverse configurations (i.e... different grade levels and departments).
The goal is to share individual findings from personal read through.
Identify common areas for language strategy building.
No revisions are suggested.



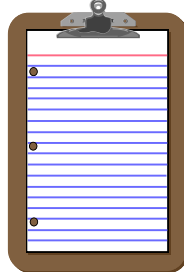
phase 4: Large Group Review

All faculty members come together and examine the compilation of language related findings from the smaller groups.
Session is facilitated by principal and/or teacher leader



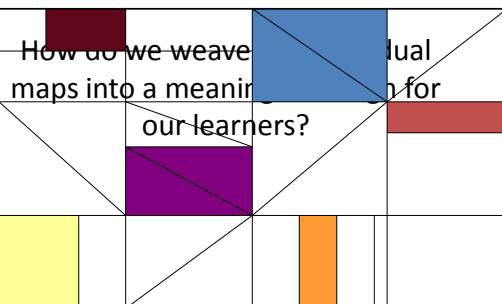
phase 5: Determine areas for immediate revision

The faculty identifies those areas that can be handled by the site with relative ease.
These are often repeated materials and units
The specific faculty members involved in those revisions determine a timetable for action.



phase 6: Determine those areas requiring long term planning

Faculty members identify those areas requiring more R & D.
These are commonly:
generating staff development for language strategies;
creating a common set of editing and revision standards;
establishing building based benchmarks for every class;
bridging transitions between buildings.



CONSENSUS: Creating an Essential Map

Developing a consensus map which even
Consider
Identify



Policy questions:
 Where is consistency critical for
 student learning?
 Where is flexibility equally as
 important?

1-Using individual maps, have grade
 level or course teachers develop a
 subject or course essential map by
 identifying.

Two basic approaches

- ✓ the core curriculum concepts
- ✓ common essential questions
 - ✓ the critical focal skills
- ✓ benchmark assessments

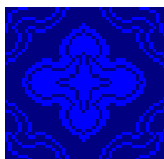
2. Revising and reacting to an existing guideline

Reviewing an agreed upon district or school
 guideline;
 Working in the individual classroom to see how the
 map plays out
 Revisiting the first guideline and converting it to an
 active essential map

Each discipline presents different
 considerations when wrestling with
 consensus.

Consistent	• Flexible
Sequence	— Approach
Benchmark measures	— Pace
Targets	— Grouping of students
Language based approach	

Math



Consistent	• Flexible
Exposure to genre	— Choice of books within genre
Expression of genre	— Choice of reading selections
Grammatical sequence	— Response to local performances
Editing standards	
Benchmark portfolios	

English / Language Arts



Consistent

Exposure to various science area units

Essential questions


Common benchmark assessments

Lab experience

Field experience

• Flexible

- Discoveries in class
- Student interest
- Discoveries by scientists
- Range of presentation opportunities



Social Studies

Consistent

Historical eras


Geographic skills

Cultural anthropology units

Primary source document analysis

• Flexibility

- Student interest
- Field experiences
- Instructional approaches




Cultural literacy exposure

Opportunities for self expression


Exposure to a range of arts areas

• Student performances and product design

• Local events and opportunities



There are cross-disciplinary consensus issues as well:




➤ *high frequency words in every subject*

Common focus to word

➤ *specialized terms within disciplines vertically*

➤ *engaging vocabulary in every class*

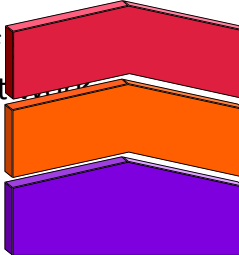


Drill & Practice

Rehearsal and Commiseration

Authentic Performance

Three Tiers of Assessment

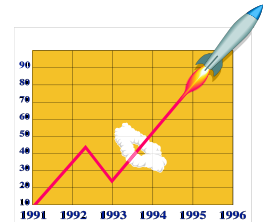
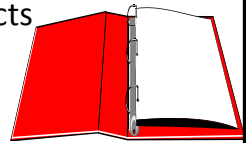


Assessment is a demonstration of learning
The Element of Assessment
 Assessment is evidence of the learner's growing insight and skill

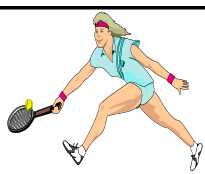


Products

are tangible objects:
 examples: charts
 stories, poems,
 models, pictures,
 photos, models,
 diagrams,
 spreadsheets, maps,
 etc.



are temporal and observable:
Performances:
 examples: debates,
 role plays, musicals,
 recitals, dramas,
 athletic events,
 discussions, etc.

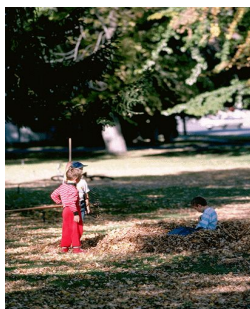


Reading, Writing, Speaking, and Listening:

A Developmental Perspective

K-2

Sculptures
 Models
 Observation notes
 Captions
 Story boards
 Joke-telling
 Murals
 Diorama
 Graphs
 Charts
 Checklists
 Symbol systems
 Speech to persuade



- artifact analysis
- comparative observation
- play performance
- newspaper articles
- math matrix design
- extended research
- reports
- note cards
- interview: questions
- short stories
- photo essay+text

the essay, the essay, the essay...
 hypothesis testing and telling
 issue based forums
 blueprints
 models
 museum text/captions
 four note taking forms
 organizational templates

- original playwriting
- simulations

Grades 6-8





position papers
legal briefs
business plans
anthologies
choreography
game & strategy books

Grades 9-10 and 11-12

- film criticism
- policy statements
- literary criticism
- professional journals
- senior defense & project
- workstudy analysis

Skills should be identified precisely:

within a discipline
across disciplines
communicated through curriculum maps
revealed through assessments
linked to essential questions
spiraled with nuance and complexity over time

Mapping Benchmark Assessments

Benchmarks can be designed on multiple levels: state tests, district, classroom tasks.
A school establishes a common set of skills needing development.
An internally generated benchmark assessment task is developed by teachers with the same protocols; the same timetable.

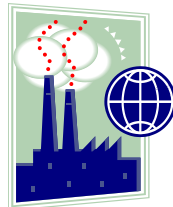
Continued...

The task should merge with the ongoing curriculum naturally. Student products can then be evaluated both vertically and horizontally.
Revisions in the curriculum map should reflect a few targeted skills needing help.
Revisions should be applied thoughtfully to developmental characteristics of the learner.

Recast content for interdisciplinary issues timeliness:

- Breakthroughs
- Contemporary issues
- International perspectives
- Modern forms of expression

*..A deliberate need to replace and
to shed dated curriculum.*



Interdisciplinary Issues and Themes

- Sustainability= www.facingthefuture.org
- Media Literacy= <http://www.frankwbaker.org>
- Urban Planning: New Cities= www.streetseducation.org
- Global Ambassadors= www.oecd.org;
www.asiasociety.org ;
- Lifelong Fitness= <http://www.focusedfitness.org/>
- Financial Literacy= <http://fffl.councilforeconed.org/>
- Arts Fusions= <http://artsedge.kennedy-center.org/>

VERSIONING-

revising for the long term
Four KEY...SCHOOL STRUCTURES:

- ⌚ **SCHEDULE**-short term and long term
- ⌚ **STUDENT GROUPING PATTERNS**
- ⌚ **TEACHER CONFIGURATIONS**
- ⌚ **SPACE**- both physical and virtual